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Journal of EDUCATION

BOSTON, MASS.
Vol. CX, No. 20

December 9, 1929

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

Caged Canary Education

THE caged canary will sing joyously and gloriously if given seed to eat, water to drink and flutter in, something to roost on and swing it.

Open the cage by an open window, and it will sing no more, will never know joy again, for it has neither inherited nor been given experience in freedom.

A caged education may produce high scholarship for the fame of the teachers and the pride of parents.

It tells the child what to learn, how to learn it, when to learn it, how to recite it and write it in school.

Secondary Education

EVERYONE appreciates that high school enrollment has gone forward by leaps and bounds, but Carl A. Jessen, United States Office of Education, has produced an interesting official statement.

During the ten-year period from 1918 to 1928 the number of pupils enrolled in secondary schools increased approximately 2,500,000, a 143 per cent. increase.

One reason which readily suggests itself as an explanation is growth in population. This growth in population accounts for less than 400,000 of the total 2,500,000 increase in enrollment.

The great development in junior high school organization since the war accounts for nearly 800,000 high school pupils who are registered in grades below those of the last four high school years.

Due to these two causes high school enrollments have increased nearly one-half of the total increase.

The other half of the increase is assignable to various causes.

Adoption by both educators and the public of the principle of democratization of secondary education. Improved economic conditions. Complexity of modern life calling for more training of those who are to meet its demands. A definite belief by the citizenry that education is an impor-

tant force in the life of the individual and in national and world progress.

Some of the immediate effects are becoming apparent. The increased enrollment and the demand for larger opportunities have, coupled with decreased purchasing power of the dollar, resulted in a rise in high school budgets. School officers are confronted with the problem of offering educational opportunities suited to the variety in pupil interests and the range in student capacities. A considerable portion of our population has been withdrawn from industry in favor of attendance at high school.

More than one-half of the boys and girls of high school age are now actually attending publicly supported high schools.

The effect which such attendance will have upon society twenty years hence and upon the lives of the individuals who will compose that society is inconceivable.

Teacher-Training in Detroit

DETROIT is fascinating beyond expression. This is as true in education as in automobiles, and Frank Cody is as indispensable to any setting of Detroit education as Henry Ford is to Dearborn factories. He is president of the State Board of Education, which has the last word in all matters at the State Agricultural College, State University and other vital affairs of state. Added to his many responsibilities in Detroit and Michigan he is president of the Department of Superintendence of the National Education Association, which has come to be of supreme importance in American education, and he will doubtless make the Atlantic City meeting as different from anything that has gone before as mass production with its ten thousand tolerance is above the machinery of ten years ago with five hundred tolerance.

Our present interest, however, is not with Frank Cody in Michigan or in America, but, rather, with his teacher-training plans in Detroit, which are really the greatest demonstration of his professional genius and administrative mastery of details.

As president of the Municipal University of Detroit, as superintendent of schools of Detroit he has magnified that institution almost miraculously. The enrollment is 9,857. Of these 5,496 are in the College of the City of Detroit, Wilford L. Coffee, dean, and 3,817 are in Detroit Teachers College, Warren E. Bow, dean.

The training schools, with a campus of forty acres and buildings of latest design and equipment, costing a million dollars, have 4,236 pupils.

The wonder is not in the fabulous enrollment, or in the millions invested in grounds and buildings, but in the latest achievements in service to the schools, the children and youth, and to the famous Detroit of the future.

Nowhere have we seen a better demonstration of the latest word in education than in this keynote: "Encourage every teacher to help every child to find himself." This has no trace of traditional professional domineerance.

Detroit has a sane, inspiring leadership in Cody, Coffee, and Bow, which dominates the thought and achievement of every supervisor, principal and classroom teacher in the city.

Economical New Hampshire

WALLACE E. MASON, president of the New Hampshire State Teachers College, Keene, recently made a financial statement to the State Association of the Assessors of New Hampshire in such detail that it is impossible for any one to growl over the cost of teacher training in New Hampshire.

The details are amusing in view of the political foolishness that has been indulged in.

The conclusions are adequately illuminating.

Any one in New Hampshire who is paying taxes on $1,000 will pay only twenty-five cents for the entire maintenance of the State Teachers Colleges (Normal Schools) at Keene and Plymouth. It will require $4,000 of taxable property to produce a tax of one dollar for teacher training in New Hampshire.

Cost of Science

IT WILL cost more than $20,000,000 to complete and equip the world's largest astronomical observatory in San Diego County.

A 200-inch reflector is being made for this observatory. This reflector will weigh sixty tons, and it will take several years to grind the reflector. The largest present reflector weighs forty tons. Adding fifty per cent. to the weight of the world's largest reflector is in keeping with the spirit of the times.

Yet there are persons who think they are intelligent who think that it is squandering money to invest as much as is being invested in the education of those who are to be the America in which that reflector will be used to study the heavens!

A New England Achievement

WE KNOW of no achievement in education quite as significant as that of Boston University, Harvard University, and the Massachusetts State Department of Education, which jointly provide extension, degree-earning courses in the six New England States.

Last year twenty of these courses were taken

into: Beverly, Cambridge, Fitchburg, Haverhill, Keene, N.H., Leominster, Lynn, Newton, Manchester, N.H., Quincy, Sanford, Me., Wakefield, Waltham and Wellesley. Forty-six courses to be given by seventeen Boston University professors, nine of Harvard's faculty, and various other authorities, have been included in the extension program, under direction of Professor John J. Mahoney of Boston University School of Education.

An Heroic Leader

VIERLING KERSEY, state superintendent of California, has broken out of bounds, and has said some glorious things heroically.

"The young prefer to mould their own life, and serve notice on legislators to mind their own business."

Mr. Kersey thinks the youth are doing their job as satisfactorily as legislators do their job.

He thinks the schools have more to show in their achievements than have the organizations that find fault with them.

He thinks high school students are making quite as good a record in honesty and virtue as are financiers and social leaders.

He insists that fanatical critics of the schools should show as good a record for their children as educators do.

He thinks the critics from the galleries should get down into everyday life and demonstrate their ability to create manhood and womanhood.

Mr. Kersey insists that the percentage of character and culture in the youth of today is higher than it ever was before.

He really makes those who pose as samples of superiority look ridiculous.

Pan-American University

THEODORE ROOSEVELT, governor of Porto Rico, may win fame in the West Indies in peace, as his father did in Cuba in war. He proposes to have the University of Porto Rico a Pan-American University.

In an address at the university he said:—

"Culture is not the possession of any nation. Neither Shakespeare nor Cervantes can rightfully be claimed by either England or Spain. Both belong to the world. We have in our hands the chance to spread through a hemisphere reciprocal benefits of two great cultures.

"Our fellow-citizens of the North have become convinced that the most important language to them outside of their mother-tongue is Spanish. They see half of the hemisphere speaking that language.

"Thousands of high schools and universities are striving to meet the increasing demand for training in this language. They need teachers who not only are competent and well-trained, but who feel that the language has a vital force, who understand and love its great literature, and who, besides pronunciation, vocabulary and construction, can give some of its spiritual significance. We are the logical people to furnish these teachers. The reservoir from which we can draw is the Porto Rico University."

The Max Mason Appointment

THE appointment of Max Mason as the successor of George E. Vincent, head of the Rockefeller Foundation, New York, probably accounts for his resignation as president of the University of Chicago.

It has been interesting to listen to the probable selection since the announcement that Dr. Vincent was to retire. None of the "wise-acres" have suspected that Dr. Mason was to be selected.

We can think of no other man of fifty years of age who has been on the faculty of Massachusetts Institute of Technology, University of Wisconsin, Yale University, and president of a major university.

Pupil Guidance

EVERY successful effort to promote a purpose to be good and good for something on the part of youth is based upon wise, sympathetic and inspiring guidance. Successful pupil guidance is one of the most important educational discoveries and social creations of recent times.

Beatrice Hunter Cahill's "Pupil Guidance" is to youth what the gyroscopic compass is in sea and air navigation.

The magic of the gyroscope is that it will keep its poise by adapting itself automatically to opposing forces, horizontal and perpendicular.

With a gyroscopic compass all that is needed is to know just where you want to go and head for that place, and the compass will defy gravitation and magnetism, fog and storm.

"Pupil Guidance," first of all, helps a pupil to decide what he would like to be prepared to enjoy doing profitably for life.

This purpose is what the goal is to the gyroscope, and then the school, the home and the community can, if they will seek to guide sympathetically and wisely, help a pupil safely through befogging associates, social and industrial storms safely and delightfully.

Mrs. Cahill's "Pupil Guidance" gives gyroscopic character guidance its first adequate place in usable literature for teachers and parents. Francis Kirkham in Utah, E. J. Tobin in Cook County, Illinois, Mrs. Colton in Connecticut, and a few other famous leaders have demonstrated what Mrs. Cahill has analyzed for everyday service in school and home. [The Colonial Press, Boston.]

Belding's Page

KING'S ENGLISH OR WHOSE?

GOOD usage—the practice of the best writers and speakers—is the language standard. Nobody in the United States has any authority to dictate diction. In Great Britain, perhaps, English is the King's, though that is doubtful.

Modern dictionary makers, in most instances, have tried to reflect good usage accurately. Some of the textbooks dealing with rhetoric and grammar have tried to do likewise. But other dictionaries and textbooks of English have been quite arbitrary. Rules are laid down which are not supported by usage.

Over a quarter of a century ago, when the original Funk and Wagnalls "Standard Dictionary" was published, it showed a genuine effort to discover real usage. All disputed spellings and pronunciations were submitted to a committee of eminent scholars and literary men, and members of that committee voted their preferences for all such words. The vote was printed in detail in the back of the dictionary, where any interested student could analyze the vote and decide for himself. That was an approach to scientific assessment of word usage.

"Kellogg's Rhetoric" was an example of a textbook which tried to find out the facts about speech habits instead of following traditional rules of textbook writers which had been parroted for generations.

The study of usage may, and probably will, lead to greater liberalism.

Teachers should watch the books they teach from and if the books are too rigid in adherence to a single way of turning a given word or phrase, which may equally well be turned in other ways, they should awake to the fact.

Take this word "awake," used in the last sentence. Does your textbook describe it as "intransitive," while giving "wake" as "transitive"? If it does, go look it up in the dictionary and see how freely either word may be employed with or without an object.

There are still too many teachers who, if the spelling book spells it "g-r-a-y," will insist that "g-r-e-y" is utterly wrong and outrageous.

MASS EDUCATION

AMERICA'S economic accomplishment in spreading prosperity to the common people has won the admiration of the world. While poverty still exists, it has been reduced to smaller compass.

What America has done and is doing in passing out education to the masses is equally momentous and impressive. Ignorance, like poverty, still exists. Illiteracy is still with us, and some of it will remain until the present generation of foreign-born residents dies off; for many of these will never undertake the task of learning English. They live in groups of their own nationality, where English is rarely spoken. Some will bother to learn the language of America, but others will not, and still others could not if they tried.

Ignorance and illiteracy still lurk around the fringes of our American civilization. But compulsory school laws have resulted in nearly every child receiving an elementary school training at least. And the number who voluntarily pursue learning in high schools and in colleges and technical schools is truly enormous and inspiring. No other nation of great size has ever witnessed or produced anything like this phenomenon of widely distributed, eagerly accepted education.

As in all mass movements, individual well-being is not always given the consideration it should receive. When a whole population is lifting itself by its bootstraps—for there is no higher authority than the people themselves to determine the course of education—certain of the number who might be lifted higher by a different apparatus or system rise only to the average level. Many of our most promising youths are undoubtedly held down to the dead plane of mediocrity by the prevalence of ordinary minds and characters in their classes at school and college. There are private schools for the exceptional—but most of the private schools are burdened with caring for the children of broken homes and other children who are below rather than above the average character or ability. And so even the private school may fail to give exceptional children the guidance which is required to bring them to their highest possibilities.

Genius will frequently triumph over every handicap. There must be many instances, however, in which important contributions to the world are lost through the democratizing of education.

We are not going to check or even try to check the mass movement for education—unless by making it more selective in the upper areas.

America is doing big things in big ways. After a time it may get to the point of looking after such details as the special training of the specially endowed.

Auson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter IX—Professional Education—II

IT WAS a serious situation when the Boston masters were crusading against women teachers, and Mr. Mann crusading against corporal punishment by Boston masters.

This had been a harmless rivalry so far as publicity was concerned, but the Normal Schools were not a success in any sense so far as the promotion of women teachers was concerned, and naturally Mr. Mann felt that the Boston masters were largely responsible for the lack of public support.

His Fifth Annual Report of 1841 had immortalized him in this country, in England and Germany, and he was justified if he thought he could add to his glory by putting the Boston masters out of commission.

Whatever his thoughts were, he proceeded to make a hectic assault on them in his Seventh Annual Report.

In contrasting Boston schools with Scottish schools, for instance, he had this description: "To an unaccustomed spectator on entering one of these rooms, all seems uproar, turbulous, and the contention of angry voices—the teacher traversing space before his class in a state of high excitement; the pupils springing from their seats, darting to the middle of the floor, and sometimes, with extended arm, forming a circle around him, two, three or four deep (every finger quivering from the intensity of their emotion) until some more sagacious mind, outstripping its rivals, solves the difficulty—when all are in their seats again, as though by magic, and ready for another encounter of wits. I have seen a school kept for two hours in succession in this state of intense mental activity. At the end of a recitation both teacher and pupils would glow with heat, and be covered with perspiration as though they had been contending in the race or the ring. Children who actually leap into the air from the energy of their impulse, and repeat this as often as once in two minutes on an average, will not suffer from suppressed activity of the muscular system. With us, many members of the reciting classes are drowsy and listless."

"I am satisfied that our greatest error in teaching children to read is beginning with the alphabet—in giving them what are called the 'names of letters,' A, B, C, D, etc.—how can one who is as yet utterly incapable of appreciating the remote benefits which in afterlife reward the acquaintance of knowledge derive any pleasure from an exercise which presents neither beauty to his eye, nor music to his ear, nor sense to his understanding." Ten pages of the Seventh Annual Report are given to an attack on the teaching of the alphabet.

After 160 pages to describe the glorious things he saw in the schools of Ireland, Scotland, England and on the Continent, he says: "In some of my opinions and inferences, I may have erred, but of the following facts there can be no doubt: 1. During all this time, I never saw a teacher hearing a lesson of any kind (excepting a reading or spelling lesson) with a book in his hand. 2. I never saw a teacher sitting while hearing a recitation. 3. Though I saw hundreds of schools and thousands—I think I may say, within bounds, tens of thousands—of pupils, I never saw one child undergoing punishment, *or arraigned for misconduct. I never saw one child in tears from having been punished or for fear of being punished.* I witnessed exercises in geography, ancient and modern history, in arithmetic, algebra, geometry, surveying, trigonometry, in bookkeeping, in natural philosophy, in botany and zoology, in mineralogy where there were hundreds of specimens, an endless variety of exercises in thinking, knowledge of nature, of the world, and of society, and in no one of these cases did I see a teacher with a book in his hand. His book—his book—his library was in his head."

"Teachers, aged or young, all stood—nor did they stand apart and aloof in dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, assisting, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endeavorment to all. The looks of the Prussian teacher often have the expression and vivacity of an actor in a play. He gesticulates like an actor. His body assumes all the attitudes, and his face puts on all the variety of expression, which a public speaker would do if haranguing a large assembly on a topic vital to their interest. This zeal of the teacher enkindles the scholars. He charges them with his own electricity to the point of explosion. Such a teacher has no idle, mischievous, whispering children around him *nor any occasion for a rod.* These incitements and endeavorments of the teacher, this personal ubiquity as it were, among all the pupils in the class, prevailed much more as the pupils were younger.

"It was impossible to put down the questions in my own mind whether a visitor could spend six weeks in one of our own schools without ever hearing an angry word spoken, or seeing a blow struck or without witnessing a flow of tears."

It required no stretch of the imagination on the

part of the Boston masters and the public generally to interpret this as a brilliant contrast to the teaching in Boston and other cities.

It was accepted as a challenge by the Boston masters, and this led to the famous controversy in which the "Remarks" of the Thirty-one Boston masters played a vital part.

Mr. Mann acknowledged that he lost much sleep and some reputation because of those "Remarks."

His "Reply" was the one really unfortunate episode in his twenty years in Massachusetts Legislature and educational career. He characterized the Boston masters: "Many of them were young, mewling and purling in their nurses' arms—like thirty-one vulgar fractions multiplied into themselves, yielding a most contemptible product."

"The Rejoinder" of the Boston masters was as fatal to them as his "Reply" had been to Horace Mann. Leaving the issue of the Seventh Annual Report with which they had dealt masterfully in the "Remarks" they attempted to discount Mr. Mann's noble work in the legislature and otherwise, even attacking Dr. Samuel G. Howe and Martin Brimmer in their association with Mr. Mann.

This lost them the public support, and in the election of the School Board soon after, the writers of the "Remarks" and the "Rejoinder" were eliminated from the system, and Mr. Mann had a notable vindication, not at all on his "Seventh Annual Report," nor on his "Reply," but in spite of them, on his noble legislative record and his more glorious achievement in establishing the American public schools.

The Massachusetts State Normal Schools made little progress till Mr. Tillinghast made a crisis in 1846. He had always protested against the practice of allowing students to come when it was convenient, get credit for the time they were there, and when they had accumulated a year's worth, they were given a diploma.

His school suffered as the men came when there was nothing profitable for them elsewhere. The women were older than in other schools. Many of them had taught and only came when they had no school. Mr. Tillinghast always insisted that he could not prepare anyone to teach successfully unless he had a full consecutive year.

I entered the Bridgewater State Normal School on its twenty-fifth year, but I was in the sixty-first class.

After six years Mr. Tillinghast resigned because he would not sign a statement that a student was prepared to teach unless he had a full year of consecutive attendance.

Since it would have been fatal to the cause to have Mr. Tillinghast leave on that issue, Mr. Mann yielded, and the Board of Education required a year of consecutive attendance. This was extended to a year and a half later, and in 1863 was lengthened to two years.

The Bridgewater School established its reputation as the school that prepared its students to be successful teachers, and the record made was so remarkable that it created a trail of Bridgewater Normal Schools across the continent.

The Albany, New York, State Normal School, the Ypsilanti, Michigan, and a few other normal schools followed in a general way the preparation-of-teacher type of State Normal Schools, but in 1859 James Pyle Wickersham was first principal of the Millersville, Pennsylvania, State Normal School, and in 1866 Edward A. Sheldon became the first principal of the Oswego State Normal School.

The biographies of Wickersham and Sheldon are as famous as they are fascinating.

The Millersville State Normal School and all the Normal Schools of the state and of the South had the strain of helping students who graduated to get more education.

Edward A. Sheldon went to Hamilton College, New York, for two years, when broken in health he went to work in a nursery in Oswego, New York. That is a lake port, and immigrants came to that port from all parts of Europe. They were a motley crowd. The children did not fit into the public schools.

There were a series of problems. The business men organized an "Orphan Aid Free School Association" and opened a school. First one teacher and then another tried to teach the one-hundred and-twenty-five "ragged children," as they were styled. It was decided that it was an impossible proposition and abandoned, but Sheldon, the nursery man, said he would try it. They paid him $300 a year. He was twenty-five years old when he undertook to manage such a bunch of boys.

It was not long before the people wanted him to look after all the schools, and they had an "Orphans' Home" for these children, and Sheldon left the nursery forever. The report of his wonderful ability spread rapidly, and Syracuse decided to have a superintendent of schools, and he was elected. Then Oswego woke up, and decided to have him come back in 1855 to organize a system of schools for their city.

The Oswego schools soon became famous and teachers with exceptional talent came there for the sake of teaching with Mr. Sheldon. In 1862 Herman Krusi, 2d, a graduate of Pestalozzi's school, came to be with Mr. Sheldon. In 1863, because of his remarkable group of teachers he had an Oswego Training School and in 1866 it was adopted by the state, and another strain of State Normal Schools was created. This was what would be called today a professional State Normal School. These three strains of Normal Schools—Bridgewater, Millersville, and Oswego—each had its educational trail, which until 1900 was as distinct as the breeds of dairy cattle.

Fads and Fashions in Education

By REGINALD STEVENS KIMBALL, A.M., Ed. M.

AS LONG ago as 1842, when the most recent Constitution of the State of Rhode Island and Providence Plantations was adopted, moral training was recognized as one of the functions of the public school. That constitution contained, among other provisions for the public welfare, the following statement: "The diffusion of knowledge, as well as of virtue, among the people, being essential to the preservation of their rights and liberties, it shall be the duty of the general assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the pupils the advantages and opportunities of education." Almost immediately, the state legislature, in pursuance of the power thus delegated to it, enacted a law designed to carry the provision into effect. That law, as it now stands on the statute books, reads: "Every teacher shall aim to implant and cultivate in the minds of all children committed to his care the principles of morality and virtue."

Although this was not the first recognition of the desirability of moral training in this or in other countries, the passages are cited as examples of official action on the part of governmental agencies almost a century ago. From that time to this, the desirability of utilizing educational agencies for character development has been mooted almost continuously. Within a decade or so, the movement has grown apace until now no school man or other educationist can be considered modern unless he has climbed aboard the band-wagon and added his note to the ever-swelling symphony of enthusiasts.

It is the purpose of the present writer to examine some of the claims of these enthusiasts and to attempt an evaluation of what the character trainers actually added to the educational melting-pot, the curriculum of the public schools. This investigation is an outgrowth of an attempt to determine the best methods of character development, and the findings here set forth may be considered a sort of preliminary "thinking out loud" in connection with the fundamental principles involved.

We shall begin with some of the arguments for character training, selected as representative of hundreds of similar statements.

"Education should not merely broaden one's mind," says Walter Robinson Smith, professor of educational sociology at the University of Kansas. "It should also motivate a man for action. It is not enough for the individual to know what ought to be done; he must be inspired to want to do it. No thoughtful person would contend that knowledge and skill and breadth of vision are more important than character, or that their development is a more direct function of school work; yet in the past our schools have devoted themselves almost wholly to intellectual training." In an earlier book the same author had said: "Probably the most hopeful outlook [for moral instruction] is through the newly aroused interest in moral education among public-school men. Some one has pointed out that the discussions in the meetings of the National Education Association, as shown in the files of their reports, indicate a lack of earlier interest in moral training. That cannot be alleged against the discussions in teachers' associations today. The process of moralization is being faced from every angle. . . . It is more generally recognized than ever before that the product of the schools must be measured in moral no less than in intellectual terms. While didactic instruction in morals is generally discredited, there is a growing demand that the outcome of every policy square with the requirements of social morality."

Teachers may find themselves in the predicament of the Virginia clergyman who boasted that he had fabricated the story of George Washington and the cherry-tree "in order to teach the youth of the land the desirability of telling the truth at all times."

"The gradual abandonment of authoritarian control has multiplied the difficulties of general moral education under ordinary school conditions," says David Snedden, professor of educational sociology in Teachers College, Columbia University; "Problems of moral education in schools, as respects both aims and methods, are incessantly debated among educators everywhere; but, like Mark Twain's reference to talk about the weather, 'little is ever done about it.'"

Turning now to the suggestions which sociologists have to make as to the functions of the school toward moral education, let us take up first the suggestion of Dr. Snedden that these are residual. "In a measure," he says, "the functions of the schools in moral education resemble the functions of the school in physical education. In both the school is in a poor position to *train*—towards moral or health practice; but it may prove able to do much by giving moral *enlightenment* or *insight;* and it may recover again some of the importance which it once had in days when authoritarian controls were effective by becoming a source of

'spreading' moral aspirations and ideals."

Dr. Herbert Martin, professor of philosophy at Drake University, proposes indirect suggestion as the major factor in the moral development of childhood. "When the ancient prophet cried to his people 'Cease to do evil; learn to do well,' he used both negative and positive suggestion. His purpose was positive; his method was direct. When modern psychology declares that we can most effectively cease to do evil by learning to do well, we have what may be called indirect suggestion. This is what is meant by 'the expulsive power of a new affection.' Undesirable habits may best be broken up indirectly, by substitution. A flank attack while less dangerous may prove more effective. . . . To be brought up in a home where the virtues of courtesy, politeness, kindness, sympathy, unselfishness, thoughtfulness, helpfulness, orderliness, truthfulness, sincerity, industry, patience, and justice are practiced unconsciously, is of inestimable moral worth. . . . Conduct and character are influenced far more by the indirect suggestive force of environment than by direct moral precepts. . . . Moral improvement is consequent upon environmental improvement."

Some doubt as to the possibility of learning by example and activity is expressed by Professor Ross L. Finney, of the University of Minnesota: "The social participation theory of moral education is very superficial. Children do learn fair play by learning to play fair; and group activities do train secondary school students in co-operation. However, this is only a very small part of moral education. . . . The important question is the moral quality of the activities in which the citizen, or *socius,* engages. Ne'er-do-wells and social parasites are often the best of good fellows. There is team work among grafters, . . . Neither the multiplication table nor the moral code can be taught by merely having children play together, nor by delegating one of their number to swing a stop sign on the school crossings, nor by having them make believe that they are a city council."

Martin illustrates the possibilities of using all school subjects as vehicles for character training. Literature and biography, he indicates, portray the forms of life, biography in particular being a study of noble lives which begets affection for like causes. History he considers literature in action. Geography emphasizes morals in its social content. Science's contribution comes from its spirit and method. Even mathematics has a moral value, for the "appreciation of the function of mathematics in practical life socializes, ie., moralizes." Any reader interested in following his conclusions will be glad to know that he has devoted twenty-eight pages to a consideration of the possibilities.

"However," to quote Professor Finney again, "it has been recognized since the time of Plato that mere enlightenment is not always enough to motivate moral behavior. One of the reasons is that the consequences of behavior so often fall upon others than the agent himself. Morality is a group phenomenon; and it is normally motivated by the group-integrating feelings. For this reason the psychology involved in the pedagogy of ideals will naturally remain obscure until it is attacked from the standpoint of social, rather than of individual, psychology. . . . Moral motivation turns out . . . to be largely a problem of enticing the young person into loyalty to this group instead of that. Especially is this the case in times like ours when there are so many ethical subgroups, due to the lack of any universal moral consensus."

For this reason, perhaps, schoolmen are, as Professor Smith points out, trying to improve the moral tone of the school environment.

* * * * *

So much for a theoretical consideration of the possibilities. Let us concern ourselves now with what is actually being done in the way of moral training. Examination of the latest volume of the *Proceedings* of the National Education Association indicates that addresses before a single department (the elementary principals) at the most recent annual convention embraced such topics as "Character Training and the Home," "Character Training and the Pre-School Child," "Character Training Through Student Organizations," "Character Training by Means of Patriotic Pageants," "Character Training as the Basis for Good Scholarship," "Programs for Determining the Use of Leisure Time." In the same volume we read of the possibilities of music as an aid to character training and of suggestions for harnessing the school subjects to the common task. It would seem as if the idea has run rampant and that soon character training will be synonymous with the entire curriculum!

In further substantiation of this possibility, let us examine the aims of character education, as set forth by a committee of the same organization:—

"Character education aims to develop:—

- "Socially valuable purposes leading to the development of life purposes;
- "Enthusiasm for the realization of these purposes and the intelligent use of time and energy;
- "Moral judgment: knowledge of what is right;
- "Moral imagination: the ability to picture vividly the good or evil consequences, to one's self and to others, of any type of behavior;
- "All socially valuable natural capacities of the individual and direction of resulting abilities to successfully filling all one's moral obligations."

As was to be expected, when the desirability

of character training has once attracted popular attention, magazines were only too willing to add fuel to the flames by offering prizes for teachable codes of morals. Accordingly, we have the Hutchins code, which was awarded $5,000 by the American Magazine, and the Bowman code, which received $10,000 from Collier's Weekly, as well as the $20,000 Iowa plan of character education.

The Hutchins code embraces ten points, each carefully subdivided for additional emphasis and effect. These points are expressed as laws, and for convenience we may examine simply the titles of the ten: Health, self-control, self-reliance, reliability, clean play, duty, good workmanship, teamwork, kindness, loyalty.

The Bowman code similarly emphasizes: Courage and hope, wisdom, industry and good habits, knowledge and usefulness, truth and honesty, healthfulness and cleanliness, helpfulness and unselfishness, charity, humility and reverence, faith and responsibility.

A committee on character development appointed from among the school teachers of Boston defined the ideal citizen as one who had developed the fundamental virtues; adjusted his life work to his native endowments, either as a leader or as a follower; and one who had developed his capacity for the right use of leisure. In aiming for citizenship through character development, the committee acknowledges its debt to the Hutchins code, selecting for special attention: Self-preservation, self-control, self-reliance, truthfulness and reliability, justice (as seen in clean, fair play), faithfulness to duty, conscientiousness, willingness to co-operate, kindness to all, obedience to duly constituted authority, and loyalty to home, school, nation, and faith

In the Buffalo (N.Y.) school system the points selected for emphasis at various times during the school year include: Cleanliness, neatness, care of public property, conduct in school, good workmanship, kindness and charity in thought, word, and deed, self-control, patriotism, team work, obedience, regularity, punctuality, self-control, ambition, courtesy, fair play, sympathy, adherence to ideals, reliability, duty to self (health, manners, and study), duty to parents, to others, to school, to community, to country, and loyalty to each of the above. A formidable list to be used in the way Ben Franklin tested his character!

The Sons and Daughters of the American Revolution, in offering an award to school children, set up the following list of virtues: Dependability, punctuality, truthfulness, honesty, loyalty, trustworthiness, self-control, co-operation, respect for authority, for property, and for rights of others, courtesy, and leadership.

The Girl Reserves, an organization connected with the Young Women's Christian Association, lists as ideals: Graciousness in manner, impartiality in judgment, readiness to serve, loyalty to friends, reaching for the best, earnestness of purpose, seeing the beautiful, eagerness for knowledge, reverence for God, victoriousness over self, dependability at all times, sincerity at all times, and honor for God, for country, for community, and for the Girl Reserves organization.

A code for successful workers issued by the National Institute for Moral Instruction urges youth to: Respect all useful work and be courteous to the workers, know one's work and have the ambition to do it well, take the initiative and develop executive ability, be industrious and willing, be honest and truthful, educate one's self into a strong personality, be faithful to one's work, be loyal, and be a gentleman or a lady.

The Boy Scout Law emphasizes: Trustworthiness, loyalty, helpfulness, friendliness, courtesy, kindness, obedience, cheerfulness, thrift, bravery, cleanliness (purity), and reverence.

The Camp Fire Girls' law is: Seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, be happy.

The law of the Girl Scouts commends: Honesty, loyalty, helpfulness, friendliness, courtesy, kindness to animals, obedience, cheerfulness, thrift, and cleanliness in thought, word and deed.

The Pathfinders of America and countless other organizations endorse practically the same list of virtues.

Most inclusive of all is the list of "Christian Character Traits" compiled by the International Council of Religious Education. This list has twenty-two items, each of which is supplemented with from four to ten synonyms and antonyms, with "positive elaboration" and "negative elaboration." The items are: Co-operation, courage, creativeness, dependability, faith, forgivingness, goodwill, health-mindedness, honesty, humility, joyousness, love, loyalty, obedience, open-mindedness, penitence, purity, purposefulness, reverence, self-control, self-respect, and spirituality. Where, one is tempted to ask after reading this list, may be found the truly perfect Christian?

Enough examples have been cited to show that the character development idea has been "sold" most thoroughly to American educators and that the same ideals and motives are possessed by most of those who are advancing supposedly rival schemes to inculcate our youth with approved social and moral traits. Even a superficial reading of the lists will serve to show that many of the points which have somehow gotten themselves included would have received adequate attention in the schools even without the emphasis which the moral training idea has brought to them.

Are we not traveling in a circle? Do the present attempts differ in quality or in effect from the early recognition cited in the case of the Rhode Island provisions? Will talking about the virtues suffice when even the wisest among us must admit

that we are not exactly sure just what the virtues are? Will talking about the virtues ensure the development of a virtuous generation?

Obviously, what is needed today is not another code nor a synthesis of present codes, but a realization that a challenge has been put upon our educational system. If educationists, instead of following like sheep to repeat the time-worn rubrics and codes of fellow-men, would recognize the immensity of the task before them, perhaps something more than superficiality in the treatment of moral problems would result. There can be no question that society's moral code is today being subjected to great stress and strain. A restatement of the same items is scarcely sufficient to reenforce them in the minds of doubters. Instead of attempting to "sell" the shopworn article to the rising generation, it is the duty of the educator to devise a means of bringing youth face to face not with mere captions and nests of "nesses," but with the thousands of specific character-questions which will be forced upon him as he emerges into adult life. Pioneers like Ben Lindsey will always have to play the martyr, but the true educationist will be more concerned with furthering the social good than with "playing safe."

Everyday Life in Russia

By L. H. PUTNEY*

IT IS ten o'clock at night and so light that I can read a newspaper without artificial light. I am sitting in the "Garden of the Toilers," just outside the former Winter Palace in Leningrad. Only a few feet distant is the spot where twenty-four years ago the soldiers of the Czar shot down a lot of workingmen bent on presenting to the "Little Father" a petition reciting their miserable plight.

What changes the great square before me has witnessed since that fatal January day! Gone is the General Staff from yonder pile of orange-colored buildings with the great arch surmounted by a colossal statue of Victory rising majestically from a chariot drawn by six prancing steeds. Darkened are the windows of the former foreign office, where for generations Russia's chancellors busied themselves intriguing to extend the sway of their royal master to the Bosphorus. Empty is the tiny guard-house before the great iron gates leading into the palace yard, for where then only the elect were privileged to enter now stroll at will the curious proletariat. Indeed, what was once the home of the most autocratic of all the rulers in the West is today a museum for the workers. To make the break with the past as complete as possible, the new government has even essayed to wipe out the gorgeous red from the exterior of all these relics of Tsarism with a sickly lemon and orange. Such is the irony of fate in this Twentieth Century!

That it is so light at such a late hour is due to the fact that Leningrad lies far to the north (nearly 60 degrees N. Lat.—the same parallel that passes just south of Greenland). As a result, during June and July its night becomes only a lingering twilight—the so-called "white night." No wonder "Leningradites" make so much of their long summer days, for well they know that in barely three months the land will be merged in corresponding darkness bringing in its train temperatures which make us shudder to think about. For six long months of the year not only is the Neva frozen solid, but all communication with the great fortress at Cronstadt, and with the other islands in the Gulf of Finland, must be carried on by sledge.

After this introduction it is not necessary to add that I have "gone in," that is, have realized my long dreamed of visit to the *U. S. S. R.* These letters are the abbreviation for the English translation of the name by which the former land of the czars is now known to the world—the *Union of Socialist Soviet Republics*. What a disillusionment I have experienced as a result of my stay in this land of paradoxes! America, even with all her repression, never looked so attractive as she does right now. I would to God that every disgruntled agitator in our country could be dumped down in any one of the big cities of Russia (she has no less than thirty-one with a population in excess of 100,000). I am sure that after a few months of the "new life" they would consider the United States of America a far better place to call home than they ever before realized it to be.

To begin with, the U. S. S. R. is so big that it almost passes comprehension. Without attempting to give figures, I would suggest that it includes more than one-seventh of the total area of the earth. Most persons look upon our country as something of a giant among nations, but three of it would be required to make up this new "workers' republic." To be exact, however, the U. S. S. R. is really a sort of confederation of six independent republics, several of which embrace within themselves a number of smaller autonomous republics or territories. The largest and by far the most important of the "big six" is the *Russian Socialist Federative Soviet Republic*

*Foreign Representative, Little, Brown and Company.

(R. S. F. S. R.), which contains over 90 per cent. of the total area of the country and about 70 per cent. of its entire population. It includes all of Soviet Europe except the small region lying just east of Poland known as "White Russia," and the Ukraine, that great granary in the southwest which reaches to the shores of the Black Sea. Within the R. S. F. S. R. also are found the Ural Region, Siberia, the wide expanse of steppes in Central Asia which from time immemorial has been the breeding ground of the nomads, an extensive area in the Far East drained by the Lena and its tributaries called the *Autonomous Socialist Soviet Republic of Yakuts*, and finally the Far Eastern region reaching from the headwaters of the Amur river to the Pacific Ocean.

The thing that impressed me most as I wandered about the streets of Moscow (a city with over two million inhabitants) and gazed at the many different racial types to be met—White Russians, Jews, Cossacks, Chinese, Turkomen, Georgians, and others not so easily classified—was how the new government had been able to weld so quickly and so easily into one political entity such a medley of dissimilar peoples (there are nearly two hundred, each with its own customs, language, and traditions). To my mind this is the most outstanding feature of Soviet rule, and I doubt whether it has a counterpart in all history. The fact that the union is strictly voluntary and that in theory, at least, anyone of the component republics or territories is privileged to withdraw at will, makes it even more remarkable.

For a foreigner to enter the U. S. S. R., and especially for an American, is by no means a simple matter. Inasmuch as our country does not recognize the Soviet Government, all requests for passport visas have to be made directly to Moscow. If the permission is granted (and it is not always by any means), you must go in person to the Soviet consulate in some European city (usually Paris or Berlin) and fill out a long questionnaire giving your life history. That done, in order to have the much coveted stamp impressed on your passport, you must pay over the equivalent of twelve good American dollars. This, however, is not all the expense, as you will soon discover, for when you reach your first stopping place in the U. S. S. R., you must register your passpart, and take out a residence permit at a cost of four more dollars. This latter document is a formidable looking affair, adorned with your autographed photograph and heavy with wax seals. For thirty days you may now travel at will anywhere in the country with one or two exceptions, provided you register with the local police in every place where you tarry as long as forty-eight hours. Before you may leave the U. S. S. R. you must obtain an exit visa. To do that requires at least two days and an additional expenditure of eleven dollars. From all this it is easy to see that a visit to Russia is a luxury—in one way at least.

To make a long story short, I got my passport fixed up very easily in Berlin, thanks to the kind offices of the *Amtorg Trading Corporation* of New York. In reality this corporation is a branch of the Soviet Government which has been organized for the purpose of handling certain of its trade relations with the United States. While many of the Americans visiting Russia are socialistically inclined professors, together with a sprinkling of tourists seeking to get off the beaten path, the people whom the government is most eager to entertain are labor delegations and business men, and I am inclined to believe that it places the latter first, for Soviet Russia cares more for American capital than for anything else outside its own borders.

I elected to enter the country by way of Warsaw, but soon discovered that although I was free to do it at any time within fourteen days, I was absolutely dependent on the government for my hotel accommodations, since practically all the hotels, like most business in the U. S. S. R., are a government monopoly. I therefore hastened to make application for a room through the *Sovtorgflot*, the government agency which looks after all matters pertaining to transportation.

My arrangements finally completed, early one July evening I crossed the line at Negoreioja on the Polish frontier. I confess that I did it with some misgivings after all the terrible stories I had read of what the Soviet authorities did to you, and especially of how they took away all your books and papers. This anxiety had been far from lessened by what my Warsaw banker had said only the day before: "Aren't you afraid to go to Russia?" From the tone of his voice it was only too evident that he would be.

Near the frontier all the Polish guards left the train and then from behind barbed-wire entanglements waved us a fond good-bye. A short distance beyond we passed the pole painted with red stripes that marks the actual boundary line. There before us was a tattered red flag, adorned with a hammer and sickle, waving defiance to the capitalistic world. At last we were in Russia!

A few kilometers further the train necessarily came to a stop, for the gauge of Russian railways is considerably greater than that of railways in Central Europe (the same as that in the United States). All passports were collected and the baggage was removed to a very decent examination room. There dozens of men—a few smartly clad officers in green or red caps, and many hatless "comrades" in blue or white blouses held together at the waist with a belt—proceeded with the examination. I am glad to bear witness to the fact that this examination was made far more courteously than frequently happens back home,

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They Say

DR. HAROLD FLORIAN CLARK, Teachers College, Columbia University:—

"We send young people to college until they reach a certain age, and then trust to God that they'll find the right work. The fact is, however, that some people should quit earlier in life and others should continue farther."

J. E. SMITH, president of National Radio Institute, Washington, D.C.:—

"It is calamitous that in a nation as wealthy and progressive as ours the farmer's children must desert the rural school as they do in many instances, and move to the city to secure a high school training to be on an equal footing with the city-bred and city-trained boy or girl."

DANIEL L. MARSH, president of Boston University:—

"We are in the midst of a revolution which future historians will recognize as one of the great cycles of the human race. The social and economic changes taking place in our own day are as momentous as the changes resulting from the breakdown of the elaborate feudal system of the middle ages."

W. S. DEFFENBAUGH:—

"The cost of operating a platoon school is no more than the cost of operating a non-platoon school."

DR. WILLIAM J. O'SHEA, superintendent, New York City:—

"I am convinced that a school day of five hours is sufficiently long to enable children to study most of what they need."

DR. BERNARD I. BELL, St. Stephen's College, Annandale-on-Hudson, N.Y.:—

"The college today is the weakest link in our system of higher education. The business of the college is to produce men and women who have such visions of themselves, their universe and human destiny as enables them to become and to remain balanced citizens of the world. It is precisely here that our colleges are defective."

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president, N. E. A:—

"Youths must be modern in modern times."

CLYDE R. MILLER, Teachers College, Columbia University:—

"According to recent statements by Professor Bagley at Teachers College a million persons have been driven from industry by labor-saving devices. The farming population likewise has been decreased by almost a million, causing a labor surplus of about 2,000,000."

A. LAWRENCE LOWELL:—

"Temptation increases with age. Anybody who knows anything about the devil knows this, that the younger the boy the more amenable he is to discipline and the more certain he is to fit himself into the general scheme of college life."

PRESIDENT ROBERT M. HUTCHINS, Chicago University:—

"The great curse of research work has been not getting specialists together for the solution of problems which, to the superficial eye, may seem widely separated, but which upon expert examination are found to have numerous interrelations—the solution of one problem depending on the solution of another.

"No important human problem can be solved by a single science."

JEREMIAH E. BURKE, superintendent, Boston:—

"Unless the training of the intellect is accompanied by the cultivation of the child's spiritual nature it is 'as sounding brass or tinkling cymbal.'"

DR. JAMES R. McGAUGHY, Teachers College, Columbia University:—

"There is no sound argument, professional or educational, in favor of paying men teachers higher salaries than women. Men are not better teachers; they do not render more valuable service; even if they have more dependents that is not a sound argument for paying higher salaries."

W. T. BAWDEN, Industrial Education Magazine, Peoria, Illinois:—

"There never was a time when reading, writing and arithmetic were enough of an education for anyone."

MRS. THOMAS A. EDISON:—

"A curious thing about modern life is the way so many of us take our recreation in doses, as though it should be a sort of medicine instead of a part of daily life, something as necessary to existence as food. We go on for days and sometimes weeks without considering play, then comes a holiday or a week-end and we play with a vengeance. After a holiday many men and women return to their work more tired than they were before. Children are over-stimulated by the pace which grown-ups force them to follow in their own thoughtless pursuit of amusement."

Everyday Life in Russia

(Continued from Page 521)

not only so far as foreigners were concerned, but even in the case of returning citizens of the U. S. S. R. Not one of my numerous papers was disturbed, nor were any of my dozen or so books even looked at. Like everyone else I was compelled to supply a list of all the money and valuables (travelers' checks and letters of credit) I had with me.

Two hours later I was making my first railway trip in Russland, traveling through what is known as the *White Russian Societ Republic*. Russian trains have two kinds of coaches—hard and soft. Both are built on the compartment plan. A few trains also carry sleeping cars, which before the Revolution belonged to the *International Sleeping Car Company*, but the cost of berths for one-night trips is almost prohibitive ($10.40 from Negoreioja to Moscow). By paying one and a half roubles (a rouble is supposed to be worth about fifty-two cents), passengers in soft carriages can rent bedding and convert the seat of the compartment into a fairly comfortable berth. That is what most of the more prosperous Russian travelers do, and that is the way I spent my first night in Russia.

One thing that has surprised me greatly in the U. S. S. R. is the excellent roadbeds belonging to the railways—heavy rails with rock ballast. Because of the extremely cold weather in winter the tanks used to supply water to the locomotives are enclosed within brick buildings which can be heated. As a rule Russian trains, like most continental trains, are very long, but the cars are much smaller and lighter than ours. The running time is not fast (seldom over thirty miles an hour), but as a rule the schedule is maintained, especially in the case of the express trains, for which an extra fee is charged. These latter trains do not stop oftener than every hour or two. Because the passengers usually get off at these stops to stretch their legs, at each station there is a large bell which the conductor rings a minute or two before the train is to start. Such a thing as calling out "All aboard!" is as unheard of as is the system of announcing the approaching stations. Once a passenger on a Russian train it is wholly up to you to keep aboard and to get off at the right place.

To travel alone in Russia one needs to be a real adventurer. I thought that I belonged to that species, but several times since arriving in the country I have been sure that I had classified myself wrongly. I detest guides and avoid tourists, but here more than once I have longed for both. When I reached the so-called Grand Hotel in Moscow, I found that two days before they had assigned to some one else the room they had planned to give to me, and then learned to

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

308. Do you approve of numerical marking? (Virginia.)

In the first three grades I believe numerical marking is impossible because of the important part that attitudes and aptitudes play and you cannot sift them through per cent. holes. In the next three grades or through the elementary school marking by letters is broader and perhaps truer. In the junior and senior high schools numerical or per cent. marking seems to win out in the scholastic subjects, while effort, co-operation, health, and so on are marked by letters. Here, again, you see the thought is: Where you cannot measure with exactness you had better use a more general expression as letters or words.

309. What do you think of the handwork in most special classes? (Maine.)

In the past we have erred in making our handwork in the special classes not useful, lifelike enough, but we are on the mend. Too much paper and small yarn and clay work is a mistake, and I fear there may be hundreds of tie-racks and toothbrush holders in this country never used. This has been a general mistake.

Now we are going in for bigger, simple but practical things that are really useful and needed in the pupil's home or school. The improvement in this line is noticeable, particularly in the woodworking and sewing. Real furniture and real clothing are possible with quite young pupils. Weaving and rug-making can be most practical, while designing and project work still use paper, clay and other materials formerly used to excess. There has been a great improvement in the handwork in our special classes in the past five years, and we still have a far way to go.

310. How can we turn city teachers back to the rural schools? (Maine.)

Except in rare cases it cannot be done. Our city teachers are for the most part city people with city attitudes, city habits and city cravings. Why should we think we could ever turn them back to the country? If you happen to be such a person why don't you take a ten months' teaching job in a rural district for the next twenty years? For the same reasons you cannot get other city teachers to do it. Yes, I know you are hearing "Turn the city teacher back to the country and save the rural districts." But why should city teachers go into the country? For missionary purposes? Leave home and friends and congenial surroundings for the great opportunity of service under rural hardships? Oh, for the wood fires, the unlighted roads, and the narrow gossip of the back woods!

No! The desire for service may run high in the city teacher, but self-preservation runs higher, and she won't go into the country, miles from the railroad, to a country school. "Change conditions, consolidate a few of these one-room schoolhouses into a four-room modern building, and have a teacherage, and give her good pay and she will go," so said the last speaker I heard on this subject. No. Changing those conditions is quite right, and should be done for other reasons, but the city teacher still loves all the attractions of the city nights, the amusements, the libraries, the museums, and the crowds; still prefers them to the fox barking in the night or the loon calling down the lake to his mate. No, my friend, turning the city teacher back to the country cannot be done.

What is the answer to it? The only answer I can see is to send the country teacher to the city long enough to get well acquainted with the best of it, to get well educated, and then bring her back to her own people under these superior conditions. Pay her enough so that she can travel, so that she can study, so that she can bring back the outside world to her own. She loves the country. Wherever she may be she hears the call of the bob-o'-link; she knows what it means to work your taxes out on the road in the summer; her father did it, and if you give her all these superior conditions the city will never lure her. At any rate it is your only hope of getting better teachers in the country.

311. Are we robbing our teachers of individual power and responsibility by too fine machinery, measurements, etc.? (California.)

We certainly are not. The spots where fine machinery, measurements, etc., as you call them, prevail are few and far between, and here and there I hear of an extremist running them into the ground, but such cases are rare. One trouble with most of our schools is too little modern machinery, too little science and method. Then, on the other hand, these things are tools which give the teacher power and have no quarrel with her individuality and responsibility. They show her where and how she can put her teaching to better advantage and drive home her particular responsibilities.

Everyday Life in Russia

(Continued from Page 523)

my horror that all the large hotels in the city were crowded. Not only was Moscow swarming with foreigners, but also with hordes of visitors from every part of European Russia. Under the Soviet scheme of government all workers are granted annual vacations of at least two weeks' duration, and many of them spend much of the time traveling. As a result the trains are packed, especially those bound for the resorts in the Crimea, and to places of particular interest, such as Moscow, Leningrad, and Nijhni-Novgorod.

But to get back to Moscow. In place of staying at the Grand Hotel, where there are at least one or two persons who understand a "wee bit" of English, I was hustled off to a strictly Russian hostelry in which not a single word of that language was spoken or even understood, and there I lived for six days. But it had one advantage—night and day heavily-armed soldiers were posted just across the street from my windows to guard the headquarters of the posts and telegraphs. It was possible to get a bath by waiting several hours for the water to be heated. The worst feature was the sanitary arrangements, which were crude and much abused. I learned later, however, that disagreeable as they were, they were luxurious compared with the primitive arrangements found in most of Russia.

Even guide books and maps are of little help in Russia at first, for if the proper names are printed in Russian characters, you cannot read them; and if in English, then you cannot identify the places by their inscriptions when you actually reach them. Of course, little by little you learn some of the Russian letters and this difficulty becomes less. A knowledge of Greek helps quite a bit, for many of the characters are the same in both languages.

Travel by tram is often more simple than on foot, for the routes are numbered and indicated thus on the maps. As is the case of most European cities, at every tram stop there is a large sign showing by number all the routes passing that particular point. This is one good idea that we could borrow from our European cousins. Travel by tram is also very cheap. Both Moscow and Leningrad are zoned, and the minimum fare is seven kopecks (100 kop. = 1 rouble). Many of the trains consist of three cars, all of which are usually crowded.

(To Be Continued.)

Albert Einstein, world-famous scientist, who threatens to upset or overturn the sacred traditions of a century, has been honored by the University of Paris in recognition of his eminent scientific service.

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AT ALL DRUGGISTS
D-51-2

A Survey of Parents

By ARTHUR DEAN

Today, in the seventh and last report of our recent Moral Survey of Boys and Girls of High School Age, we come to a subject which must be treated with profound respect. From the standpoint of oldsters it is all right to listen to parents discuss their own children unfavorably. But it is quite another matter to discuss parents.

QUESTIONS

1. Do your parents constantly harp on your short-comings?
2. Does your father give you that love which comes from an understanding heart and from a fellow adventurer in life?
3. Have you a place in your home, a corner, a room, or a warm, ventilated basement which you may call "your very own"?
4. Do you look upon your parents as worthy of emulation?
5. Have defects of your teeth, eyes and hearing been watched and corrected as far as possible?

SOME TYPICAL ANSWERS

"It would be a miracle if any of my good points were recognized and praised by my parents."

"My father is the dearest and most understanding man in the world. Because I have no mother he is everything to me."

"I should hate to think that I will be like my father when I grow up."

"My teeth are all bad and my father says: 'Have them out like I did.'"

"My folks spent over two hundred dollars to have my teeth straightened."

"If I bring home three A's and two B's I get bawled out for not having five A's."

"Every time I get an A I get a dollar and thus my parents encourage me to get high marks."

"I have the dearest little room which is all my very own where I can study quietly, think pleasant thoughts and dream great dreams. I just love it!"

"You just bet I have a room. Mother says she cares more for me than she does for the wallpaper, so she lets me nail up all the posters I want to and string wires all around the room for my electrical experiments."

SUMMARY AND COMMENT

Why is it that fathers have more stones thrown at them than mothers? Fathers seem to run to types. We all know there are some let-mother-do-it-dads, who say: "I get the bread and butter, that's my job; the old woman can look after the kids."

Then there's the important-man-in-town dad. He is on fifty-seven varieties of committees but falls down as a committee of one in giving his children a square deal.

And there's the good-provider-for-his-family dad, who provides most liberally most everything for the health and happiness of his wife and family EXCEPT himself.

But such dads are out-numbered by those who recognize their responsibilities. It is these who play with the children in their early years and thus start a sympathetic relationship which carries over to the troublesome adolescent period, fathers who are so wholesome themselves that they do not look for ulterior motives in everything their children do.

You may recall the story of the boy who was horrified at seeing a cat carry her young kitten by the skin of its neck and said to the cat: "You mean, cruel old thing; you are not fit to be a mother; why, you are hardly fit to be a father!"

Not all parents are parent-minded any more than all people are born executives.

Then there's the not-feeling-well-today-dear parent who cannot stand any excitement around the house. To such a laugh is a scream, a school joke is silly and a harmless escapade is a guide post to Hades. Their idea of a perfect youth is that of an amiable fool who sits perfectly still, talks when you press a button, and rolls his eyes when you tip him flat.

It is too bad that parents sing the "Don't" song. These don'ts are like early frosts that nip the crop. A little real companionship is worth more than a lot of sermons. For geologists there are sermons in stones. But for young people no preaching should be wrapped in a rock.

Fathers who are too busy to give their young folks any time are likely to have sons and daughters who will "give them a time" —and a time they will not like.

Some perfectly splendid letters came in from boys and girls who described their homes, homes where mothers offered a ready welcome to boy friends of their daughter, where girls had their own rooms and boys had dens where they could entertain their chums in boy fashion. Homes where there was adequate equipment with which to play and work, musical instruments, tools, a garden, pets, books, boys and girls magazines.

But other letters made me feel that a prayer or two ought to be invoked for parents, very much the same as little Willie prayed. "Have you said your prayers?" he was asked by his mother. "Yes, mama." "Did you ask God to make you a good little boy?" "Yes, mama, and I put in a word for you and papa too."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Lanterns of If—I

Two boys once disobeyed their parents and went down, just at sunset, into a swamp known to be infested with poisonous snakes and crocodiles. Of course, they were only hunting for adventure. They did not really mean to be wicked, but nevertheless night overtook them in the very heart of the danger-infested place and they sat down under the roots of a tamarack and wept.

"It serves us right," said one. "Our dear parents warned us against this place." "Yes," said the other. "It was only this morning that my mother told me, never, never to come here. What shall we do?" "If we had a light," answered the other, "we might find our way out. They say snakes and crocodiles are afraid of fire." "If," wailed the other. "What a helpless, hopeless little word, If—" "Who called If?" squeaked a little voice over their shoulders. "Who is it called If in this dismal, horrid, hopeless and pestiferous place?" The boys were so frightened they did not dare look around.

"Who is it called If?" squeaked the little voice more loudly and more insistently. "I said, If," admitted one of the boys cautiously. "Well, If is here," squeaked the voice. "I am If, himself. I am that mighty, portentous, horriferous and calamitous If. Behold me, you silly mortals, and grow pale." As he spoke If strutted slowly around the root of the tamarack into plain view. He was so small, but walked with such a jaunty, haughty step, that the boys would have giggled were it not for the pale-green way in which he glowed. His peaked hat and curly feather glowed and his face shone green; the seven buttons on his coat glowed and the square buckles on his shoes and his finger-nails and the tip of his nose shone green.

(To be Continued.)

The Lanterns of If—II

"Well," said If, "Here I am. Now what do you want? Why did you call upon my name?" "Please," begged one of the boys, "get us out of here without letting our parents know we have disobeyed them." "Aha!" squealed If. "Aha! So that's it. Well, well, let me put my finger on my nose and think." As If placed the tip of his forefinger on the tip of his nose, he must have pressed an electric button, for his two ears glowed and glimmered with the most ghastly greenish glare. "I have it," cried If. "You need a lantern to light you out. Just so! Need I tell you that I have one? Of course not! The mighty, portentous and exasperating If always has whatever he ought to have. As a matter of fact I have two lanterns. One is big and powerful and will, without fail, show you the way out, but, my little friends, it will also show you up to the world like an actor strutting the stage with a spotlight over him. The other lantern! Ah! It is very little. It is very carefully made. A great deal of thought has gone into it, but it is delicate, my little friends,—very, very delicate. A flip of the finger and the glass breaks,—a gust of wind and the flame goes out. You see, I am honest with you. The great and pestiferous and portentous If could not be otherwise. As for light,—well, the little lantern does very well,—maybe—sometimes and perhaps, if all goes well."

The green eyes of If glowed merrily as he spoke. "However, this little lantern has advantages. While it lights up your path, it blinds the eyes of all others to your presence, permitting you to escape without being seen. Maybe and perhaps and sometimes, if nothing goes wrong." "Maybe—perhaps and sometimes," repeated the boys. "Exactly!" said If. "Do you expect to have all the advantages without taking a chance?" "Which shall we take?" asked the boys of each other. "Let us take the little one," whispered one. "By its light we may escape not only the swamp but the wrath of our parents." "Kind sir," said the boys, "we shall take the little lantern."

(To be Continued.)

The Lanterns of If—III

If chuckled merrily. From behind his back he drew a tiny lantern. While it looked rather big as it hung from his upraised hand, its bail scarcely fitted over the forefinger of one of the boys. "There!" said If. "Get along now. You are safe from the eyes of the world as long as the light stays lit, but let me warn you. Watch it! Keep the wind from it! Do not let anyone else handle it, and hurry,—for its wick is extremely short and there is only five drops of oil in its copper basin."

"Thank you!" said the boys as they hurried away with the pale green light of the lantern lighting their way. As for If, he went along, too, just behind them,—a droll little pale green figure gliding like a marsh light in and out among the roots of the tamaracks.

As the boys neared the edge of the swamp they saw their parents rushing wildly about looking for them. "Hurry up," cried the boy with the lantern. "We cannot be seen, so let's pass right along, run home and crawl into our safe, warm beds. The lantern of If will protect us from the wrath of our parents."

Alas, they forgot the short wick and the little oil. Right on the edge of the swamp, just as they were pulling their last steps out of its mire, the flame flickered twice and died away, leaving them standing visible under the merciless glare of their parents' searchlights.

Behind them, in the swamp, If perched himself on the open snout of a crocodile and thumped his heels against one of the creature's yellow teeth. He pressed his skinny forefinger against his nose and his ears glowed greenish with a garish glare. "That's what you get," he crowed, "that's what you get! A lie has only a short wick and a few drops of oil. Its light is always flickering and going out just when you need it most."

Plunder—I

The philosopher sat very still and stroked his silver beard, then he looked very sorrowfully at the green penny that he held in his right hand.

"There is a law," said he, "that follows after theft, scourging the soul with demons of remorse, leading the body into haunts of evil and setting upon the trail of life the gaunt wolves of desire."

* * *

In a far country the aged Sultan lay on his bed of death. It was evening: birds sang in the fig trees in the garden and a frog croaked on the margin of the lotus pond.

The Sultan moved his hand and the Guardian of the Key crept to his side and bowed down his forehead to the soft rug beside the bed.

"Listen, Ahmet," said the Sultan. "A bird sings in the garden. Whence comes its song?"

"I know not," said Ahmet.

"When men are about to die," said the Sultan, "strange whispers come to them. I am going to find out soon where that bird learned its song. I shall find out about that frog, too.

But, Ahmet, listen to me. I have been a very successful man. My chests are full of golden treasures. I have taken rings from dead fingers, Ahmet, and bracelets from dead arms. People have died that I might possess their wealth. Now one greater than I seeks to take this wealth from me. What no man could do, death shall not accomplish either. Tonight, take you the keys and seeking out the small, golden chest, fill it with my most precious things, then bear it away and at dawn scatter its contents before the beggars at the gate. When I hear the tinkle of the diamonds on the hard stones I shall laugh and die knowing that I have cheated death."

Ahmet bowed himself out of the room. All that night he busied himself choosing the most precious articles of jade and gold and ivory, the most glorious rubies and pearls and diamonds, hoarding them eagerly into the little chest that stood before him.

Morning found him on the back of a swift camel before the city gate. Beggars crowded around the slim legs of his beast. He kicked them off with his silken-sandaled feet. When the gates drew back, he rode through. with the golden box under his arm covered by his purple robe.

The moon had lifted its silver horns once more over the desert when Ahmet came to the great city of Bagdad. Through the narrow streets he walked, peering here and there with sharp eyes, searching for a dealer in rare stones and gold who could pay him cash for his ill-gotten goods.

Beggars crowded about him and touched his arm with skinny fingers, but he shrank from them. At last he entered under a stone arch and went into an inner room that opened on a flowering court.

One glimpse of the treasure in the golden box and the shopkeeper rushed out to his customer and bowed down and said:—

"Allah is good. He sends by a stranger the very jewels the most dread ruler wishes for his servant, the beautiful Light of the Sun."

"He is a stranger?" asked the Sultan.

"A stranger with the dust of many days in the folds of his garments," said the jeweler.

"Bring him before me!"

(To be Continued.)

— —

Plunder—II

When Ahmet stood with bowed shoulders before him, the Sultan clapped his hands. Three strong servants rushed to his side.

"Seize this man!" he ordered. "He who is of the commonest clay bears the jewels of a prince of the royal blood. It is evident, therefore, that he is a thief. According to our holy custom hang him at dawn to the fig tree beyond the gate."

So Ahmet was hung, and crowds of beggars stood in the morning sun and gaped at him, and at the same hour the Sultan rode forth through the gate with the golden box before him on the silken cushion.

Today the beggars were more eager than they had ever been before. They followed like gaunt wolves licking their lips.

When the Sultan came opposite to the fig tree, he stopped his camel and put his soft hand to his brow. The fig tree and the body of the dead Ahmet seemed far away in a blue haze, then the Sultan toppled slowly out of the saddle and fell upon the ground. The golden box crashed after him and split asunder, showering the jewels among the dark feet of the following horde. There was the darting forth of a hundred claw-like hands and then the running of many feet as the beggars scattered to their caves.

In the court of the jeweler the slave of the shopkeeper smiled grimly as he smelled the glass out of which the Sultan had last drunk.

* * *

"Ah, well," said the philosopher as he rose, "what need men expect when evil rides with ill-gotten gains?"

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EDUCATION IN ACTION

Finds Three Types Of College Needed

A division of colleges into three types—one for the "bread-and-butter" or pre-professional student, another designed for the coon-skin coated youth who prefers hip flask and football fame to text and library, and a third for the quiet seeker after learning—is the plan proposed by Professor David Snedden, of Teachers' College, Columbia University, to remedy the "very bad state of health of the American liberal college." "The American liberal college has become an overstandardized institution," he asserted. "The liberal education of the future which is worth preserving and improving will have to be provided by colleges differentiated into several unlike types, each adapted to the educational needs of one class of learners. The prospects that this will be done during the next few years are not getting fairly bright."

Officers Flunk Exam, School Girl Passes

A thirteen-year-old girl of Wollaston, England, knows what every policeman ought to know. As an experiment, she was given a general knowledge police examination, passed it perfectly and said it was easy. "I wish I could get a job by answering a list of questions like the policemen have to," she said. But the would-be policemen didn't think it was so easy, for only twenty-five per cent. of those who took the examination passed it. Among the questions were: Who was the tinker who wrote a famous book? Who was the Emperor who fiddled while Rome burned? Can you name any great religious leader who lived at the same time? Write a short note on Amanullah, his troubles and their cause. Explain the presence of rust on nails, soot in chimneys, sand on the seashore, deltas at the mouth of rivers.

Decayed Teeth Lead In Children's Defects

The bureau of child hygiene of the California state department of public health examined nearly 13,000 California children who entered school for the first time this fall. The most common defects were decayed teeth and diseased throats and noses. A large number of the children were found to be underweight, and faulty posture was a commonly found defect. The provision of physical examinations for children who are to enter school for the first time is productive of most beneficial results. The state is spending vast sums of money for the education of its children. Those who are unable to attend school because of poor physical condition constitute an economic waste involving the loss of large sums of money to the state, it was asserted. The correction of physical defects before entering school enables children to attend school without interruption, and enables them to carry on their school work successfully, preventing future losses to the state through possible indigency through physical disability, and also preventing the immediate wastage of large sums of school moneys. It is through the maintenance of high daily attendance and through uninterrupted attendance that school funds are conserved greatly.

Salaries of Teachers Show Gains in 1928

Average salaries of teachers in public schools of the United States showed an increase in 1928, compared with 1926, the chief of the division of statistics, Office of Education, Dr. Frank M. Phillips, stated. The average salary in 1928 was $1,372, against $1,277 in 1926, and three states—New York, New Jersey and California—now maintain an average income for their teachers above $2,000. The study of salaries for 1928 is at present incomplete for the various states, but the average for the entire country is available. Individual salaries in some instances fall below the average, because city schools pay higher than country schools. High salaries tend to increase the low ones, and this is especially true in respect to the rural teaching income. The lowest average teaching salary in 1926 was $582 in Mississippi. Alabama came next with an average of $678, and Arkansas third, with $686.

German Students Fear Ban on Duels

University students in Germany are facing a grave crisis which, while it has nothing to do with scholastic accomplishments, may have a permanent effect, not only upon school life, but upon the future facial characteristics of that part of German citizenship known as "academic." This latter phase of the situation is perhaps even more serious than the probable drastic change in the student goings-on at old Heidelberg, Munich, Dresden, Berlin, and other college towns. In the future it may become impossible to recognize at a glance any difference between the educated man and the uneducated man. Both will face the world with countenances unblemished by those long, sinister, white sabre scars that oftentimes glow red, and which nowadays distinguish almost every Herr Doktor in the land. It appears that the Reichstag, which has so much to answer for, is again to blame. The Reichstag is preparing to abolish all dueling within the confines of the Reich, "even those traditional harmless students' duels which take place between members of different students' corps in a friendly spirit with sabres." The quotation is from a learned Herr Professor, also well-marked on both cheek and chin, with whom the interviewer conversed while investigating this dire situation. Naturally, not only the student body is alarmed, but all the "old grads" are gathering for a conclave in an attempt to devise ways and means to keep the proposed new law from going too far.

Teacher Is Laborer Montana Decides

Classifying a teacher as a laborer, Judge William E. Carroll, of the district court in Butte, Montana, ruled against the school board of district No. 2, in an action brought by Margaret McBride for $1,160 wages, alleged to be due her from October, 1928, to June, 1929. The decision, said to be the first made in Montana by state school authorities, and probably the first in the nation classifying a teacher as a laborer, will enable Miss McBride, should she win the suit, to collect the amount of wage as specified, and in addition, a five per cent. penalty on the sum and a $500 attorney fee. Her complaint alleged that the board had failed to give the teacher notice of termination of her contract five months before the start of the school year, as is provided by state law, when a teacher has already been employed for a three-year period. Judge Carroll ruled that the expression "employers of labor" includes school districts, and that the word "labor" should not be narrowed down to those only who toil with physical effort, but includes those whose mental effort and service are employed for pay for useful ends other than personal recreation.

Italian School Enrolls 400 Foreigners

The university for foreigners in Perugia, Italy, was attended this year by more than double the number of students of last year, as 400 were enrolled for the three months' summer course. Almost every nationality was represented, including Chinese and Ethiopian. Women predominated over men and young people over elderly ones. The nations which sent most students were England and Hungary, while the United States was third.

Machine Age Harms College

"One of the most pernicious elements in our present educational structure," Dr. William Mather Lewis, president of Lafayette College, told members of the southeastern district of the New York Teachers' Association, "is that which encourages students to accumulate here and there credit for all sorts of unrelated subjects and to secure in this way a coveted degree. Overspecialization and departmental aloofness, so evident today, must give way to a desire to fit each element into the mosaic of intellectual totality, if essential culture is to survive in America." Dr. Lewis stated then that the machine age was responsible for overspecialization, causing educators, he said, to make a "fetish of methods and neglect teaching the individual." "Education by questionnaire," he declared, "is now extremely popular. We are asked to outline in fifty words the future of the American college; the advantages of a course in radio elocution; the relative effects of apple pie and doughnuts in the school cafeteria. Thinking will never become general in America until we reverse the present process, until, through proper emolument and dignity of position, we attract our most capable teachers to the cause of initiating the beginner into the realm of thinking."

Abolition of Classics In Schools Favored

The superintendent of public instruction of California, Vierling Kersey, in a recent oral statement favored the elimination of Latin and Greek studies from high school curricula. Explaining the reason for their proposed rejection, Mr. Kersey said that they are without value and students can more profitably spend their time on subjects worth while. In place of the ancient classics, the superintendent of public instruction in California would substitute subjects dealing with what he terms the basis of the new American culture, the essence of American democracy, the new vocabulary, the new sciences, studies in commerce, and instruction upon how to buy on the installment plan. Mr. Kersey viewed the installment plan as "consumer's credit," which he believes ought to be taught in the public schools. "Regardless of the merits of the practice," Mr. Kersey said: "the fact remains that it is here, and that 'consumer's credit' is fairly universal in its usage. It would be wise and practical, therefore, to inform the students in the principles of the system, so they may use the privilege intelligently." Explaining the American culture he seeks to foster in the high schools, Mr. Kersey said: "It is to be a dynamic culture, marked by a distinctive enthusiasm and the willingness to undertake anything. It is not to be a borrowed culture, but something original."

Wins Highest Mark Ever Known at Yale

Saunders MacLane of Norfolk, Conn., a senior in Yale College, has been awarded the Montclair Yale Cup for 1929, which will be given annually hereafter to a Yale senior in either the college or the Sheffield Scientific School who has won his "scholastic Y." MacLane prepared at the Utica Free Academy and the Leominster

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(Mass.) High School. His average for the three years of his college course to October 24, 1929, was 96½. During the three years he has taken twelve hours more than necessary, and in addition has passed off by himself another six-hour course, for which he has not asked credit. The lowest mark he has every received was 87½ for one term in freshman year. The next lowest mark was 90¾ for one term of German in sophomore year. He has had no other mark under 92½ and he has had nine term marks of 100 during the three years. In commenting on MacLane's record, Dean Mendell said: "I know of no record in the history of the college that approaches his." In high school MacLane received a mark of "A" on every examination paper except one during his entire four-year course and on that one received a "B." He is the son of Mrs. Winifred F. MacLane, who led her class in scholastic honors while at Mt. Holyoke, and a grandson of Rev. Dr. William W. MacLane, pastor of the Congregational Church of Christ in North Leominster.

Eleven Colleges To Teach Atheism

Nine anti-religious universities will be opened shortly in towns in Moscow province, for which purpose the Central Trade Union headquarters have appropriated 52,000 rubles (about $26,000). Trade union organizations throughout the Soviet union, furthermore, were instructed to appropriate out of their cultural fund a fixed sum each month to local organizations of limitant Atheists for anti-religious propaganda. Night schools are being opened in many large factories and clubs in Moscow to prepare a large body of trained anti-religious propagandists. Several Moscow churches have been converted into anti-religious museums. On October 10 what were said to be the first anti-religious universities in the world were opened simultaneously in Leningrad and Moscow.

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TREND OF THE TIMES

BACK IN 1914 only sixty persons reported incomes of $1,000,000 or more, whereas latest figures just compiled by the Treasury Department announce the record bumper crop of multi-millionaires at 290. Back in 1916, which is the earliest date for which comparative figures are available, a total of 206 recorded incomes for taxation purposes aggregating $464,000,000, whereas in 1927, which is the year for which detailed figures have now been completed, 290 of the financially elect recorded total annual incomes of $600,000,000.

RETAIL BUSINESS FAILURES in the main are attributable to operation on "hunches," and reliance on "native shrewdness" instead of data and statistics on economic trends, declares Dr. Julius Klein, assistant secretary of commerce. The government can not go into a man's store and run it for him, Dr. Klein said, but the government should, and is "charting the business sea" for the benefit of merchants.

CHINESE BANDIT ARMY has slain more than 20,000 men, women and children, and in a district in Eastern Honan more than 300 square miles has been desolated, according to a report of the Chinese Red Cross Society. To date this bandit army, about 10,000 strong, has laid waste more than 1,600 villages, and nearly 10,000 prisoners are now held by them for extravagant sums for ransom.

MARKET VALUE of one hundred representative stock issues traded in on the New York Stock Exchange depreciated $7,579,043,000 or 18.7 per cent., in October. The month's largest decline was recorded in the amusement stocks, five issues representing this classification dropping 34.7 per cent. The second largest decline was in utilities, fifteen of which were selling thirty per cent. lower at the end of October than at the close of September.

NATION'S GROSS DEBT as reported at the closing of national accounts on October 31 was $16,493,341,587, being $840,667,087 less than the figure for the same date last year. The debt showed an increase of $180,996,176 over the net amount reported September 30 of this year.

FASHION, style and art, in their modernistic and futuristic trends have taken such a firm hold on public fancy and spread to so many lines of display and merchandising, that they may be regarded as fundamentals of American industry and commerce. This was brought out at the convention of the American Management Association in Detroit. Considerable discussion was devoted to the "adjustment of industrial production and commercial purchases to the whims and tastes of the public."

HALF A MILLION photographs of historical documents relating to the United States have been made from the originals in various European museums and archives by a mission sent by the Library of Congress in Washington. The largest amount of desirable material is in England, France and Spain. In Seville alone there are 6,000,000 documents relating to America, from which must be selected two or three million which pertain directly to the United States.

MARRIAGES are decreasing and divorces are increasing in the United States. For every six marriages in 1928 there was one union that went on the rocks of divorce, according to the Bureau of Census after a nation-wide survey. It was also found that there has been a steady decrease in marriages and increase in divorces for some years, so that the trend may be said to be definite.

AMERICAN PROSPERITY can be raised to new high levels by increasing the wages paid to the nation's workmen, according to Gerard Swope, president of the General Electric Company. "Better output generally follows higher wages and the fine esprit de corps which is established in an organization paying adequate wages is invaluable," he said. "Higher wages are calculated to arouse the interest and the intelligence of the workmen, and thus to increase efficiency and production."

AMERICAN CHURCHES, which yearly send small armies of missionaries across the world into Africa and Asia, stand most desperately in need of missionary work in the field which should receive their most concentrated attention, the heart of the American city. This view was expressed by Dr. Lyman P. Powell, educator and lecturer, who several years ago undertook the ministry of St. Margaret's Episcopal Church in the borough of the Bronx, New York City.

The BOOK TABLE

A BIOLOGY WORKBOOK. By James C. Adell, Lincoln High School, Cleveland; Orra Olive Dunham, Collinwood High School, Cleveland, and Louis E. Welton, John Hay High School, Cleveland. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This biology workbook is made up of sixteen units. These units have a successful technique of presentation. It furnishes the student something definite and specific to work with at all times. The fundamental aim is to give the student an opportunity to work through valuable life experiences in the accomplishment of which he will be interested and happy.

The units lend themselves admirably to the contract plan of instruction. The work for the student is carefully prepared, and the objective tests make it possible for the teacher to test the student at the end of each unit. The plan provides for individual differences. For students who cannot draw, diagrams are provided which they can identify and label.

TROPICAL TALES (Porto Rico). By Elizabeth Kneipple Van Deusen, San Juan, Porto Rico. Cloth. Illustrated. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Juan B. Huyke, Commissioner of Education of Porto Rico, speaks as one having experience from which to speak, when he says:—

"Daily reading of Mrs. Van Deusen's stories and poems collected in her previously published volumes instills into the plastic minds of our children the knowledge that ideas of their country and their life may be conveyed, without losing signficance and flavor, in the new idiom as well as in the old. For example, the thrilling account of Captain Correa, at the end of "Tropical Tales," could not be more naturally expressed than in this author's narrative, even had it been written by one of our own people in his ancestral Spanish language.

"Thus we discover that each character, each scene, each ideal, each tradition, as we encounter them one by one in this volume, is essentially Porto Rican. Humorous and serious by turns, this versatile writer continues to charm us by her originality of plot on the one hand, by her sympathetic comprehension of all things Porto Rican on the other."

BUSINESS ADMINISTRATION OF PUBLIC SCHOOLS. By Harry P. Smith, Syracuse University. Edited by E. E. Lewis. Cloth. 432 pages. Yonkers-on-Hudson, New York: World Book Company.

The appropriations are now so large and the opportunities to misuse funds so universal unless there be strict business methods, it is highly important that everyone insist upon the use of scientific and standardized business methods.

Just as one school bus accident endangers rural school consolidation, so every time that public school money is lost because there is no audit of school funds, or other abuse of responsibility, jeopardizes faith in public education.

It is imperative that administrators make themselves familiar with the best thought and practices in the field of public school administration. No longer is it safe to assume that experience alone will provide the necessary training. Specific training is just as essential for the handling of activities and practices related to the financing of education as it is for the administration and supervision of instruction.

Every phase of school administration has a business as well as an educational aspect.

Author and publisher have spared no pains in knowing the best practice, in checking up school practice with the most exacting standards of business administration.

THE CONCISE OXFORD DICTIONARY OF CURRENT ENGLISH. By H. W. Fowler and F. G. Fowler. Based on the great Oxford English Dictionary. New, Revised and Greatly Enlarged Edition. 114 Fifth Avenue, New York: Oxford University Press.

This is a notable contribution to the promotion of scholarship by making available for students the famous Oxford Dictionary. We quote from the authors' introduction:—

"When we began, more than twenty years ago, the work that took shape as The Concise Oxford Dictionary, we were plunging into the sea of lexicography without having been first taught to swim. Fortunately the time was one at which the major or first-hand kind was reaching greater excellence than ever before, and the Oxford English Dictionary provided popularizers with unlimited material.

"The object we set before us was to present as vivid a picture as the small dictionary could be made to give of the English that was being spoken and written at the time. The vividness was to be secured by allotting space to words in proportion to the frequency and variety of their use, and consequently to their practical value.

"A living language does not remain unchanged through twenty years and a great war; our picture has needed, and received, a good deal of retouching before being again exhibited in public."

PUPIL GUIDANCE. By Beatrice Hunter Cahill. Cloth. 97 pages. Boston: The Colonial Press.

In an editorial in this issue we speak of the great mission of Mrs. Cahill's message in "Pupil Guidance," which is one of the most important books on education in recent times. See editorial on page 513 in connection with this book notice.

Our attention was attracted to "Pupil Guidance" because of the endorsement of Dr. John M. Brewer of Harvard University, whom we follow devotedly in all matters of guidance of youth. He says: "I regard Mrs. Cahill's investigations as constituting one of the best follow-up studies that has ever been published. She has conducted her studies with statistical efficiency, but at the same time with a real interest in the personal success of her students. This book combines valuable information about the whole group with case studies absorbingly interesting about individuals."

The book makes good this commendation of Dr. Brewer.

Books Received

"The Winged Horse Anthology." By Auslander and Hill.—"The Winged Horse." By Auslander and Hill.—"The Junior High School Teacher." By A. Laura McGregor. — "Short Stories for Study and Enjoyment." By Harold T. Eaton. Garden City, New York: Doubleday, Doran Company.

"The Dean in the High School." By Mary H. Johnson.—"Assemblies for Junior and Senior High Schools." By Galvin and Walker. New York City: Professional and Technical Press.

"Business Administration of Public Schools." By Harry P. Smith. Yonkers, New York: World Book Company.

"The Best Animal Stories I Know." By John Clair Minot.—"The Runaway Dog Team." By Arthur C. Bartlett.—"Boy Scouts on the Green Mountain Trail." By Walter P. Eaton.—"The Girl of the Mesa." By Mae F. Jay.—"Trailing the Air Mail Bandit." By Lewis E. Theiss. Boston, Mass.: W. A. Wilde Company.

"The Branom Practice Tests in Advanced Geography." Series 2. By M. E. Branom.—"Practical Arithmetic Work Books," Primer, Books 1, 2, 3, 4, 5, 6. By J. G. Fowlkes, T. T. Goff, W. S. Taylor, and W. W. Wright.—"Studies in Service and Self-Control." By Hartshorne and May. New York City: The Macmillan Company.

"Creative Activities in Physical Education." By Olive K. Horrigan.—"An Athletic Program for High School and College Women." By Hillas and Knighton. New York City: A. S. Barnes and Company.

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GRINS BETWEEN GRINDS

Making Good

The manager called in the new girl and after a moment said: "I notice you sometimes make mistakes, Miss Shedlock."

She was not dismayed, but replied: "Well, really, if one didn't make mistakes occasionally one would never get any attention in this office."

Out of Danger

Gardener — "Aren't you afraid the birds will eat your seeds? You ought to put up a scarecrow."

Gardenerette: "Oh! it's not worth it. There's always one of us in the garden."

Wonderful

Bridegroom (as they stroll along the shore)—"Roll on, thou deep and dark blue ocean, roll on."

Bride (proudly)—"Oh, Gerald, how wonderful you are. It's doing it."

Sharp Taste

Explorer—"Just to show you the advance of civilization—in the past the Eskimos used to eat candles for dessert."

Old Lady—"And now, I suppose, they eat electric light bulbs?"

Giddap

A traveler in Ireland hired a cab to take him into the country, and had not proceeded far when it pulled up at the foot of a steep hill. The driver appeared at the door.

"What are you at, man?" said the traveler. "This isn't where I told you to stop."

"Whist, your honor, whist," ejaculated Patrick. "I'm only deceivin' the beast. If I bang the door he'll think you're out, and he'll cut up the hill like the divil."

Misunderstood

Johnson—"So you gave up trying to teach your wife to drive the car."

Williams—"Yes, when I told her to release her clutch she let go of the steering wheel."

Height of Caution

Mistress—"I hope you realize, Mary, that matrimony is a serious matter."

Maid (about to be married)—"Oh, yes, mum. I ain't one to marry reckless like. I've been to two fortune tellers and a clairvoyant, and looked in a sign book, and dreamed on a lock of his hair, and been to a palmist. And they all say it's all right."

Not "Face," But "Foot" Them

"Don't bring me any more bills," said the husband, in despair. "I can't face them."

"I don't want you to face them, darling," replied the wife. "I only want you to foot them."

Better Retreat

She—"Why, your heart sounds like a drum beating!"

He—"Yes—er, that's the call to arms."

A Cinch

Sarah (age 9)—"What are you going to be, Evelyn, when you grow up?"

Evelyn (age 8)—"A principal."

Sarah—"A principal! Why?"

Evelyn—"Cause a principal don't have to work. All she does is to walk through the room and smile on the children."

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Pupils Aided in Plans

Within a short time now there is going up in the main hall of the junior and senior high school building in Milton, Mass., an exhibition of pictures and stories. They will be pictures of successful graduates of the Milton school, and the stories will relate their travel on the way to higher places in the business and professional world. Not so many years ago, when boys and girls were finishing at school, they did one of two things. The boy whose parents intended him for college went along to college. The boy who needed work drifted usually into what line offered itself to him first. Modern education is changing all this. There are less and less "square pegs" being adjusted to fit "round holes." In the Milton junior and senior high schools this is especially true. They call it guidance there. According to Dr. Jesse B. Davis, professor at Boston University's school of education, and one of the originators of the progressive practice, it is not merely guidance for vocations that is involved either. It is a directing in all walks of life, from the job of street sweeping, if necessary, to that of being a doctor, lawyer, or business executive. George Campbell, as director of guidance for the 1,100 boys and girls of the Milton junior and senior high schools, is called upon to solve many problems even more delicate than the one: should a boy go to college or not? Assisted by his committee which is composed of Principal George C. Marsden, Miss Doris Robinson, assistant chairman; Arthur J. Brimstine, Miss Doris Dixon, assistant principal; Miss Ruth Miller and Miss Marion Hall, Mr. Campbell manages a personal interview with each of the students at least once during the school year, and in many cases, more often. "Each student comes to my office here," Mr. Campbell explained, "and we discuss his special interests, what they are and why, and why he thinks he will make good in a certain line."

An "Alumni College"

One of the common laments of college professors is that the average alumnus, once he becomes absorbed in his business or profession, loses all touch with the cultural or intellectual activities in which he showed during college at least a superficial interest. His one great link with his alma mater is the success of her football team, these professors say, and intimate that many a practical-minded college president has waited for a winning team before issuing an appeal for a larger endowment. Be that as it may, most graduates do fall behind in their acquaintance with progress in national and international affairs, in the broader fields of economics, and in the arts and in the sciences, simply because they have not time. The business man, ten years out of college, with a wife and two or three children to support, can't afford to spend many hours with books and magazines, or at lectures and the theatre, if his income is to keep pace with his family's expenses. Extension courses have been suggested to fill the need, but studying by correspondence can hardly compare in stimulation to the give-and-take of the classroom.

A Lafayette alumnus, writing to the New York Times in connection with a recent editorial on this subject, tells of the "Alumni College" held at Lafayette last June. President William Mather Lewis invited the graduates to return to the college for a week to hear its leading professor talk informally on their respective field of study and to discuss their views at round tables. The subjects were surely eclectic, for they included "the drama, education, political science, Old Testament literature, electrical engineering, chemistry, economics, and football coaching." The afternoons were devoted to outdoor sports. Seventy men attended and were enthusiastic in their approval when they left. The "college" will have its second term next June and a much larger student body is expected.—Exchange.

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Each year our history reader, PATHWAYS, grows in favor with teachers and superintendents. At our exhibit at teachers' conventions this fall many have come to the table, picked up PATHWAYS, examined it with care, then said, "How I wish I could have that for my history class!"

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Educational Legislation

Approximately 1,200 educational acts of general application were passed in continental United States during 1926-28. The outstanding general feature is the increased tendency to employ educational surveys and state-wide investigations as bases for educational legislation. Within these two years more states than usual took legislative action toward revising and codifying their school laws relating to education; and the trend of present legislation is toward fixing greater responsibility in the state boards for the administration of the state school systems. Financing public education now constitutes the foremost problem in educational legislation. Within the past decade practically every state has in some way endeavored to equalize educational opportunities by increasing state aid for poor communities.

Meetings To Be Held

DECEMBER

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

26-28: National Association of Teachers of Speech; Sec. H. L. Ewbank, University of Wisconsin, Madison, Wisconsin; New York City.

26-28: Oregon State Teachers' Association; Sec. E. F. Carleton, 408 Salmon Street, Portland; Portland.

26-28: Pennsylvania State Education Association; Sec. J. H. Kelley, 400 N. 3rd Street, Harrisburg; New Castle.

27-28: American Catholic Philosophical Association; Sec. Rev. Fulton J. Sheen, Catholic University, Washington, D. C.; Washington, D. C.

27-31: American Nature Study Society; Sec. Ellen E. Shaw, Brooklyn Botanical Garden, Brooklyn, New York; Des Moines, Iowa.

27: Classical Association of the Pacific States, Northern Section; Sec. Winona Bailey, 1426 Warren Avenue, Seattle, Washington; Seattle, Washington.

27-28: American Association of Teachers of Spanish, Washington, D. C., under auspices of George Washington University.

27-Jan. 2: American Association for the Advancement of Science; Sec. Burton E. Livingston, Smithsonian Institution, Washington, D. C.; Des Moines, Iowa.

27-30: Association of American Law Schools; Sec. Albert J. Harno, State University of Illinois, Urbana, Illinois; New Orleans, Louisiana.

28-29: National Association of Biblical Instructors in American Colleges and Secondary Schools; Sec. R. K. Hickok, Wells College, Aurora, New York; New York City.

28: National Federation of Modern Language Teachers; Sec. Charles E. Young, University of Wisconsin, Milwaukee, Wisconsin; Cleveland, Ohio.

29: Ohio Industrial Art Teachers' Association; Sec. Robert Smith, Ohio State University, Columbus; Columbus.

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